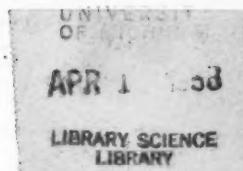


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SPECIAL
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SCHOOL LIBRARIES

VOLUME 7
NUMBER 3

March 1958

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with
School Libraries

SPECIAL
ISSUE

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SCHOOL LIBRARIES

Vol. 7, No. 3
March 1958

Official Publication of the
American Association of School Librarians
a division of the
American Library Association

Executive Secretary: ELEANOR E. AHLERS
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A.L.A. Annual Conference, July 13-19, 1958, SAN FRANCISCO, CALIFORNIA

Guest Editor: CAROLYN I. WHITENACK

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FROM THE

Executive Secretary

ELEANOR E. AHLERS

At the time of this writing we at Headquarters are busy making arrangements for Midwinter. At the time of your reading, this issue will also include the summary of the AASL business and Board of Directors meetings for the Midwinter meeting. Committee meetings will have been held, new friends will have been made, and old acquaintances will have been renewed.

Time flies swiftly for your Executive Secretary. With the addition of a permanent secretary in the office in January, the office routines are now accomplished more easily, but the demands beyond the office are numerous and time-consuming.

Thanksgiving week end was spent in Minneapolis in attendance at the NCTE meeting, where I participated briefly in a discussion group meeting. In December I met with the AASL-ACRL-DAVI Joint Committee here in Chicago one day. Then, on the following one, I traveled to Urbana on AASL committee business. A week's trip to Seattle offered a welcome diversion and a happy Christmas at home with my family.

In February and March I plan to attend and to assist in supplying school library consultant service at national education meetings in Seattle, Indianapolis, St. Louis and Philadelphia. I shall also attend state school library association meetings and speak in California and Texas. It promises to be a rigorous schedule during these two months. My reward will be to become better acquainted with many of you.

Material has come to my desk for comments and criticism from the following committee chairmen: Bylaws, Committee on Committees, Elementary School Libraries, Cooperative Study Advisory, Grolier Scholarships, Professional Awards, Professional Relations, and Standards. Other chairmen have kept the office informed about their committee work.

We are especially proud of the reprint of the February ALA BULLETIN, for which Dr. Lillian Batchelor was the guest editor. The various articles on "The School Library and the Gifted Child" will be of interest to all of you, to your teachers and administrators. We will be pleased to send copies of this publication, as well as the others mentioned in this issue, to you upon request. If you would also like promotion material for state meetings, please do not hesitate to ask for it. The many letters of request for our publications, lists, and assistance in planning school libraries and in developing programs are a source of constant pleasure.

Be sure to renew your ALA membership for 1958 and to include membership in AASL as a type-of-library activity. Let us attain a membership of at least 5000 this year. Won't each of you be responsible for bringing in one new member?

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AROUND THE WORLD

SUMMARY OF SCHOOL LIBRARY SERVICES

Edited by CAROLYN I. WHITENACK*

Assistant Professor, Purdue University

All children—American, European, Japanese, or any other—are alike in that they cannot resist the lure of books and libraries. The eagerness of both students and teachers for books and libraries is expressed in every report. Books are few and hard to come by but considerable thought is being given to the important role of the school library in the educational program of each country. School libraries are developing with the expansion of the curriculum and the changing concept of teaching.

The Point Four, the U. S. Information Service, and the United Nations programs have been of inestimable value in diminishing ignorance and in assisting the peoples of other countries to improve themselves. The public libraries have worked with teachers and school librarians to improve the educational facilities of their communities. Books, libraries and reading the world over are media of enlightenment to broader world understanding. Is it possible that man's use of these may end our periodic reveries to savagery and destruction? To what else can we pin our hopes?

Puerto Rico¹

From a report of the Department of Education in Puerto Rico dated December 23, 1957, there are 79 senior high schools, 106 junior high schools, and 157 rural units at the junior level. There are 249 elemen-

tary schools in the cities and 1,557 rural elementary schools. The whole enrollment is almost 600,000 students. Generally speaking, elementary schools do not have library service. Among the junior and senior high schools there are 90 school libraries serviced by 72 teacher-librarians on full-time basis and 31 on part-time basis. Books and other materials are very scarce.

England²

Ten years ago school libraries were to be found almost entirely in the grammar schools, the "public" and the boarding schools. These libraries were primarily collections of books accumulated over a long period of years and devoted almost exclusively to areas of study emphasized in the School Certificate Examinations. Full-time trained librarians were a rarity and little attention was paid to reading guidance as we know it, recreational reading, for example, being in the form of prescriptive lists and class assignments.

Today more Committees of Education, more Headmasters and Mistresses are becoming aware of the vital role books and reading on a broad scale can play in the education program. The School Library Association of England is growing and their excellent periodical "The School Librarian and School Library Review" contains articles which show a constant development in the area.

¹ Ana Maria Rodriguez, Student, Louisiana State University Library School.

² Jean E. Lowrie, Doctoral Candidate, Western Reserve University, School of Library Science.

Although much of the service is still concentrated in the secondary field and particularly in the grammar schools, more and more of the large secondary, modern and technical, as well as the comprehensive, schools are including not only a library room but a librarian in the program.

France¹

It is a fact that very few high schools have a library meriting the name of library. They can find a collection of books, often interesting, but the librarian is a teacher who takes care of the books along with his academic activity. In the private or religious high schools, called in France colleges, there is sometimes a small library, but too often the books are old or uninteresting. In the primary education, many teachers, deplored the absence of a library in their school, to be in very close relations with the public library of their district, bring the children to it several times a week.

Hungary²

Supervision of the library is usually the responsibility of one of the teachers, who arranges for about five hours a week of library service which will fit into his own teaching schedule, rather than to a schedule designed to meet student needs. Books may be borrowed freely by students within the time limits, and may be kept for two weeks. Ten years ago when the Communists, with Soviet help, took over the Hungarian government, one of their first steps was to reorganize the school library within the education system. Books printed before 1948 were placed on a proscribed list on the order of the communist government, and many of

them—including the writings of Baden-Powell and boy scout stories—were burned. Government-selected books were added to the collections instead.

The Soviet Republics³

There is a direct relationship between the highly centralized education system and the same principle employed in the field of library service. The main function of a typical school library is to provide books and other similar material to its users, in order to meet practical requirements of a particular school curriculum. The "readers adviser" service is directly connected with the school administration and political supervision, which in its turn is obligated to use standard selection tools which are published by the central education department of the Soviet Cultural Ministry.

Libya⁴

Libya has made much progress in education since she became a sovereign state in 1952. By 1957, there were about twenty high schools including the teacher training colleges and vocational schools Point Four had established with the cooperation of the Libyan Government. But the librarians in these schools are not adequate, due to the lack of librarians and to the critical financial situation of the country.

The mobile library furnished by Point Four in Cyrenaica started its activities in July, 1953, with 500 books, and now it includes almost 18,000 books. It visits all the schools of Cyrenaica monthly and lends around 5,000 books per trip. In addition to the 120 schools it visits, the mobile library lends books to the gov-

¹ Simone Giraud, Diplômeé de l'Ecole de Bibliothécaires de l'Institut de Paris, Student, Columbia University, School of Library Science.

² Peter Spyers-Duran, Student, Graduate Library School, University of Chicago.

³ B. S. Wynar, formerly from Western Ukraine, now a U. S. citizen, Master's Candidate, University of Denver, School of Librarianship.

⁴ Mahmoud Shalabi, Student, Kansas State Teachers College.



School Libraries in Egypt, courtesy of Hassau Raschad, School Libraries Director, Ministry of Education.

ernment officials and other people if they so desire.

Egypt¹

School libraries are now leading the library development in Egypt. Statistics for these libraries show a total of 726 with a breakdown as follows. 355 in preparatory schools (Junior High Schools), 217 in secondary schools (Senior High Schools), 71 in teacher training institutes, 22 in higher institutes and colleges attached to the Ministry of Education, 41 rural libraries, 20 in the central offices of educational zones.

A directorship of school libraries is one of the most active sections of the General Cultural Administration in the Ministry of Education. A general statute of general libraries (La'aht Al-Maktabat al-Madrassiah, Government Printing Office, 1957), signed in 1955 by the Minister of Education, insures the establishment of a school library in every preparatory and secondary school and in every teacher training institute and college of equivalent status. As for primary schools the statute decrees class li-

braries to be the expected minimum.

The library is administered by a library committee composed of the principal, the principal's deputy, five or six members of the staff teaching different subjects, and representatives of the student body. The committee puts down the library regulations, approves the budget, book selection and purchase. It is also entitled to accept gifts, sign reports of lost books or necessary weeding which is not to exceed an annual ten per cent of the collection. School librarians are either full-time professionals or teachers who have attended a short summer course in library science. Last year the School Library Directorship was able to provide one hundred school libraries with model furniture, and to organize two courses (seven weeks each) in library work for teachers.

Lebanon²

School libraries are practically non-existent in Lebanon except in American sponsored schools. Beirut College for Women has recently provided a course for education majors called *Introduction to Library Science*. This course gives a brief introduction to the organization and maintenance of library materials, so that one would hope for development of libraries in schools to which the education majors go.

India³

No better picture of the present day school libraries in India could be given than the one depicted in the Report of the Secondary Education Commission appointed by the Government of India four years ago:

¹ Hassan Rashad, School Libraries Section, Public Culture Department, Ministry of Education, Egypt and Badr Eldib, Head, Documentation Center, Ministry of Education, Egypt, DLS Candidate, Columbia School of Library Service.

² Nelle McCalla, Associate Professor, Library Science, Indiana State Teachers College who served as College Librarian, Beirut College for Women, 1956-57.

³ Contributed by Krishna H. Bendigeri, Librarian, USIS Library, Hyderabad, India. M.S. Candidate, Columbia School of Library Service and Doris Crawford, Director of Training in School Librarianship, Wm. Holland, University College, Allahabad, U.P., India.

"In a large majority of schools, there are at present no libraries worth the name. The books are usually old, outdated, unsuitable, usually selected without reference to the student's tastes and interests. They are stocked in a few bookshelves, which are housed in an inadequate and unattractive room. The person in charge is often a clerk or an indifferent teacher who does this work on a part-time basis and has neither a love for books nor knowledge of library technique . . ."

If this is the plight of the high school library, the library in an elementary school is unknown. But all is not dark. The inclusion of the library in the chapter on the dynamic methods of teaching in the Commission's report shows that the library is no longer an extra-curricular activity but an effective method of instruction.

Ceylon¹

In 1956 there were approximately 6,000 schools in Ceylon and these were classified by the government as: Primary schools (5-11), junior schools (11-14), and senior schools (14+).

The general picture of school libraries is one of apathy and neglect and we have everything yet to achieve on this vital cultural front. If irrespective of quality or quantity, a collection of books can be called a library, then most schools have a library. But the number of schools in which the library is properly housed and equipped, adequately supported and cared for by qualified librarians is very small. Though the history of the school library is closely tied up with that of the school, there has

¹ Reginald S. Thambiah, Ceylon, Student, University of Illinois Library School.



Mary Wanamaker, Tenth Grade Indian girl, studying in the second library,
Girls' School, Allahabad, India.

been no paralleled progress in the case of the school library. The money spent on the library in many cases is far less in proportion to the money spent in other areas like games, laboratory equipment, etc., and the result is the children in general are denied even the barest elements of library service.

Thailand¹

Education in Thailand is directly controlled by the national government and is largely managed by the Ministry of Education, which was established in 1891. The so-called library is just what is called here the "collection of books" because usually one finds a small collection of books, locked in bookcases under the care of a clerk, mostly with no modern system of the card catalog, classification, attractiveness, nor the professionally trained librarian. In general, most of the secondary schools have a collection of books both in Thai and in English for the pupils. Generally, there are almost no books for children and young people. Nowhere are there films and records or other audio-visual materials that should help to build a strong collection.

With the aid from the United States Information Service, and the grants from the Fulbright program, an informal library school was set up in Chulalongkorn University in 1951, with the assistance of Dr. Frances Lander Spain, the first Fulbright Lecturer in Library Science. Her work and that of the four lecturers who followed in succeeding years, as well as the services and staff of the USIS Library, have done much to establish a concept of modern librarianship and library education in Thailand.

In 1954 an extensive program in the improvement of teacher educa-

tion and one in public administration were established by the government of Thailand. Indiana University agreed to carry out these programs under contracts sponsored by the International Cooperation Administration in Washington. These contracts included provisions for Thai educators to be sent to Indiana University to work on advanced degrees (approximately 20 persons each year) and for Indiana University faculty members to teach and give field service in Thailand (approximately 10 persons a year). Miss Margaret Rufsvold, Director of the Division of Library Science, was put in charge of developing the libraries for the new College of Education, for its two branches, for the two demonstration schools, and for the Department of Education at Chulalongkorn University. She was in Thailand during the fall semester of 1955-56 establishing the College of Education library and planning for the modern air-conditioned building which has just been completed. Professional librarians for these libraries are being trained or have already completed training at Indiana University.

Malaya²

In Malaya and Singapore there are no national or state laws authorizing the provision of school libraries, but most of the larger English schools have classroom libraries. A separate room is set aside in each school for the housing of books. Funds for the purchasing of books come from occasional government grants and from a per capita levy made on all students. Holdings in each of these libraries vary, but none exceeds more than 200 volumes. It should be noted that there is no bookmobile service to supply the needs of rural schools, and that hardly any audio-visual ma-

¹ Chitra Snidvogs, Thammasat University, M.S. in Library Science Candidate, Division of Library Science, Indiana University.

² Bun Yoke Lan, University of Malaya, M.S. Candidate, Columbia University School of Library Service.

terials are to be found in any school library in Malaya or Singapore.

Indonesia¹

At present there is no school in Indonesia, either elementary or secondary school, that can be proud of having a well-established library, although the Office of Education of the Ministry of Education and Culture has made the provision of libraries in public schools a point in its working-program.

The average school library is usually no more than a small collection of books and a very small number of books, mostly fiction, for the pupils, all locked up in cupboards. An important factor is also the rather poor development of book publishing in the country. It is also interesting to mention that since 1952 the Ministry of Education and Culture has opened a library school in Djakarta, which has turned out a number of public librarians. In the last few years attention has also been paid to the training of school librarians.

Australia: Victoria²

As early as 1900 a few progressive thinkers urged the establishment of school libraries and the training of teachers in their use. Despite considerable verbal support for the educational importance of the school library little that was effective was done before 1940, apart from isolated individual efforts. In 1945 the Victorian Education Department first granted subsidies to school libraries, where an equivalent amount had been raised, usually by parent organizations. This was the first step towards a continuous annual provision

of a well-selected range of books and the setting up of central libraries, of which, at present, there are approximately 300 in state schools. In 1955 came the establishment at Melbourne Teachers' College of a year's course for teacher-librarians. More than fifty from this school have taken up positions as full-time librarians in large schools.

Philippines³

Public school libraries were first initiated by the pioneering American educators who came to the Philippines. The first school library was formally organized by Mrs. Lois Stewart Osborn, an American teacher in a provincial high school in 1907. By 1912, a list of books which was to constitute the basic collection for any new library organized was issued by the library committee. The marked increase in the number of school libraries from 1918 to June 1940 posed problems in the housing, the proper care and the proper use of library materials. All Philippine public school libraries suffered tremendous losses during World War II. It is believed that 95 per cent of the total prewar collection was lost.

According to a Survey on Elementary School Libraries in 1951, only 40 per cent of the complete elementary schools are provided with libraries; 98.5 per cent of the elementary librarians are part-time; the average collection contains about one book for every 5 elementary pupils and 7 magazine titles per school. At present, the facilities and collections of secondary school libraries are far behind their pre-war conditions. Lack of adequate materials, limited budgets and lack of trained librarians are the major problems.

¹ Rachmat Tajib, Student, University of Illinois Library School and Solwati Soemarsidik, Student, Department of Library Science, University of Michigan.

² Warwick Eunson, Lecturer for Teacher-Librarians, Melbourne Teachers' College, Victoria, Australia.

³ Josefa Abrera, University of Philippines Library, M.A. Candidate, 1958 Division of Library Science, Indiana University; Miss Priscila Pedregosa, Student, Peabody Library School and Milagros N. Munoz, formerly from Philippines, Cataloger, University of Minnesota, M.S. in LS, College of Saint Catherine Library School, St. Paul, Minnesota.

Hong Kong¹

Most schools in Hong Kong have their own school libraries. These usually consist of a general library and small collections of books in the classrooms of each grade. The book collection is in both English and Chinese, and the size varies from less than a thousand in small schools to over ten thousand volumes in large ones. Often a teacher is appointed to take charge of the library and is assisted by student volunteers. Each grade has its "librarians" to take care of the classroom collections, and the teacher-librarian and student librarians therefore together in some cases form a library committee. In order to encourage reading, the school time table provides every week a library period during which the teachers talk about books, encouraging the pupils to borrow them. Simplified editions of books in English literature, including plays and poetry, are provided. Book selection is usually done by the principals, teacher-librarians, and library committee, if there is one.

Free China²

Formosa, or as the Chinese prefer—Taiwan, was handed back to the Republic of China in 1945 and is the seat of the present Government of the Republic of China. Not all elementary schools (grades 1-6) have libraries. Usually when they exist they are small with fewer than a thousand books. All middle schools (grades 7-12) have libraries from 10,000 to 15,000 volumes. A few have more than 20,000. However, many books are in Japanese, a language no longer

taught in the lower schools. Although seating space, as a rule, does not approach American standards, a number of middle schools have separate, good-sized buildings containing reading room, work space and stacks. Open shelves are the exception, even for reference tools. However, many magazines and newspapers are received by most libraries and usually these items are easily accessible.

In order to provide library service in elementary schools a portable library has been initiated. That is, books are shelved on specially designed carts and book cases similar to suit cases are used. As a rule the library staff members are untrained and often lack the usual collegiate background of the regular teachers. The ICA sponsored a library workshop for library workers for two months during the summer 1957 under the direction of Dr. William Fitzgerald.¹ Of the 60 participants 20 were selected from the middle schools. They are putting into practice some of the techniques which they have learned.

Korea³

With the liberation of 1945, the formation of the Republic, and the exchange of students and teachers between the United States and Korea, the idea of libraries for the people, a principal of democracy, began to be a major interest to some of the more progressive educators. However, the idea was that books constituted a library; there was little thought given to organizing these books for use. There are no libraries in the primary and middle schools. In a few schools individual teachers have a few extra

¹ Submitted by Lai Bing Kan, University of Hong Kong, Student, School of Librarianship, University of California.

² Dr. William A. Fitzgerald, Library Consultant, Overseas Chinese Education, ICA, on leave, Director of Library School, George Peabody College for Teachers; Miss Viola O. Student, University of Illinois Library School; and Miss Jane Yeh, Kaohsiung, Taiwan Student, Louisiana State University Library School.

³ Mrs. Ethel C. Swiger, Library Specialist in Korea, George Peabody College Staff, United Nations Command.

books in their classrooms. In some schools there is a small collection of professional books under lock and key in the principal's office. In a limited number of high schools there is a small collection of books. These are titles written in Japanese, Hangul and English. The Japanese titles are all pre-1945. The English titles are excesses from military institutes and some donations of U. S. textbooks. The majority of the Hangul titles are in the literary field. For the most part, these are put on the shelves in accession number order and the only catalog is a hand written book catalog arranged in the same way. Locked glass doors guard the collections. In the few schools where special library rooms are set aside, the average seating capacity is 50 students, but the students cannot use the library during class hours, which extend from 8:30 to 4:30 or later. The Peabody College Training Program through its library specialist is improving this concept through in-service training courses, workshops and demonstration school libraries.

Hawaii¹

School Libraries in the islands have the same assets and the same problems as those in the States. The school librarian is a trained teacher as well as a trained librarian. Librarians are assigned to schools on the basis of enrollment, almost half being large enough to have librarians on at least a part-time basis. Elementary school librarians and secondary school librarians form two separate professional groups. These groups study the advantages and costs of a

¹ Carolyn Crawford, Professor of Education, University of Hawaii and Lorraine Tanimoto, Student, Kansas State Teachers' College.

*NOTE: The guest editor should like to thank the directors and professors of the Library Schools of the United States, students from foreign lands in these schools, professors from our country serving in foreign lands, and professors of library science in foreign lands who have made the information for this article possible. Each contributor and Library School is acknowledged in the article.

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centralized department, revisions of the manual, minimum physical facilities, budget needs, job analyses and planning new libraries. Efforts are being made to secure a library consultant at the Territorial level. Three islands held first book fairs in 1956.

* * *

Correction in Report of Nominating Committee

REGION IV. Gertrude May, Director of School Libraries, Board of Education, St. Louis, Missouri, replaces Mildred Nickel who is going to Germany in April.

ALA EXPORTS

ALA PUBLICATIONS ABROAD

MRS. PAULINE LOVE, Chief, Publishing Department, ALA

Every day, books of the American Library Association are shipped to distant and often exotic parts of the world. Within the past year, for example, the government of Kuwait—an oil-rich kingdom on the east coast of the Arabian peninsula—has bought over \$900 worth of such ALA classics for school libraries as: *The Library in the School*, *Administering Library Service in the Elementary School*, and *The Teacher-Librarian's Handbook*. The government of India has bought the same titles in about the same volume—and for the same purpose. Both countries have ambitious development programs in cultural and technical areas. Obviously, for them, the development of literacy and of the school libraries that make this possible is as basic and immediate a program as building factories.

Other countries have shown a similar need for ALA books: The Philippines, Formosa, Korea, the new republic of Ghana in West Africa. Here and elsewhere, the program reflected by these purchases has been financed by local dollar exchange obtained through the country's exports to the United States; and by funds made available by the American government, directly or indirectly.

In general, ALA exports correspond with those of other American books: basic technical manuals to the underdeveloped countries of the Far and Middle East, more general works to the European countries, Japan, and, to a lesser extent, South America. Books on organizing and administering school libraries—basic in the United States—have been widely distributed in underdeveloped areas.

In other countries, where literacy and school development are less of a problem, more specialized or advanced books have a steady and continuing sale: such books as *Simple Library Cataloging*, *The Handbook of Medical Library Practice*, *The Classified Catalog*, *Planning a Library Building*.

Assistance in the development of foreign libraries is a fundamental policy of the American Library Association, and the sale and promotion of ALA books abroad is one of the basic means of implementing this policy. Since shortly after the first World War, the publishing department of the American Library Association has been represented exclusively in Great Britain and Ireland by the Woolston Book Company of Nottingham. This firm, a major British library jobber, stocks a complete list of ALA titles and promotes them actively to British libraries. In recent years the export of ALA books—while still a fairly small proportion of total sales volume—has reached the point where wider export facilities were needed. As a result, in the summer of 1957 the ALA Publishing Department concluded an agreement with an outstanding export sales organization. This firm, Feffer and Simons, Inc., of New York will represent ALA for export sales on a world-wide basis, through local sales offices in each area and by direct mail.

The foreign sales of ALA books testify to the unique position of the publishing program of the American Library Association throughout the world. While this must be gratifying to American librarians, it is obvious

that library development in other countries requires basic library tools in the local languages, designed to meet the specific needs of the nations and their cultures. As a step toward this goal, the American Library Association has given active encouragement to translations for many years.

While some ALA books were translated into Chinese as early as 1930—unofficially, for use as textbooks in Chinese universities—the main impetus for translation has developed since about 1940. At that time, responsibility for translations was taken by the ALA Committee on Library Cooperation with Latin America, working from the ALA Washington office. It has been succeeded by the ALA International Relations Board, now the ALA International Relations Committee.

These groups have handled requests for permission to translate ALA books and, as the program has developed, it has been their respon-

sibility to decide whether a prospective translator is equipped to do the job adequately, can obtain a suitable publisher, and to pass on the completed translation. In return for reserving these rights of approval, the American Library Association has given permission to translate without charge, and ALA authors have waived their royalties on translations.

Translations Endorsed by ALA

Thus far, in the school field, Japanese translations have been published of: *The Library in the School* (1957), *Simple Library Cataloging* (1951), and *The Teacher-Librarian's Handbook* (partial, 1948; complete translation in progress). Unpublished translations of *Simple Library Cataloging* and *The Teacher-Librarian's Handbook* have also been made in Spanish (1947) and Portuguese (1950) respectively, for class work and other purposes which did not require actual publication.

PROVINCES CONTROL

SCHOOL LIBRARIES IN CANADA

LYLE EVANS,

Provincial Supervisor of School Libraries, Saskatchewan

In a speech delivered in the Legislative Assembly of Nova Scotia on February 12, 1842, Joseph Howe recommended the establishment of libraries in connection with common schools. He suggested that a collection of 5,000 books could be made available to each individual school district by exchanges if a county possessed 5,000 volumes. As early as 1850, some Ontario schools had school libraries, although it was 1859 before the first school library legislation in Canada was passed. Today the small one-room rural schools are disappearing and many of the

provinces have larger units of administration through county, parish, municipal, and school unit or school division systems.

Responsibility for Education Delegated to Provinces

Under the B.N.A. Act of 1867 which established the Dominion of Canada, responsibility for education was delegated to the provinces. As a result, the Federal Government makes no general grants for elementary or secondary education to the provinces and there is no education

department in the Federal Government. Since education is the responsibility of the provinces, each province has a department of education, which is responsible for school libraries since they are part of the schools. I think it is accurate to say that the provincial departments of education are much more highly centralized and have much more control than the state departments of education of the United States. In spite of this, only two provinces, Ontario and Saskatchewan, have provincial school library supervisors.

Most of the provinces provide direct or indirect grants for school libraries which are given in some cases on a classroom basis and in others on a pupil basis. Some provinces make equalization grants and assume, often falsely, that the boards will make adequate provision for school libraries.

Classroom Collections in Elementary School

School library development in secondary schools, particularly in the larger cities, varies from fair to excellent; but almost all of the elementary schools have only classroom collections. British Columbia has made some progress in establishing central libraries in elementary schools and a few are being established in Saskatchewan. Elsewhere, the development of central libraries in elementary schools has made little headway, and this may be due in part to the fact that very few of the cities have school library supervisors. Montreal is fortunate in having two, one employed by the Montreal Catholic School Commission and one by the Protestant School Board of Greater Montreal. The school in Outremont, a suburb of Montreal, is also fortunate in having the guidance of a librarian. Calgary, too, has a supervisor for the junior high schools. The Department

of Education of the province of Quebec reported in 1953 that more than 800 school commissions had provided their schools with approximately 4,000 libraries to which the department sent over 600,000 books. Presumably these figures cover a period of years.¹ Many secondary schools, particularly in Ontario and British Columbia, have excellent libraries because of sympathetic boards and principals and a trained librarian. Rural schools as well are getting better library service because of the larger administrative units. In Saskatchewan the majority combine the library work with that of helping teacher, although there are now five full-time school librarians in the school units. In British Columbia, Prince Edward Island, and Nova Scotia many of the rural schools get supplementary books from public library regional service, while Ontario often supplies books through county public library service.

Few Trained Librarians

The most important factor in developing school library service is the librarian, but until recently there have not been very many trained school librarians in Canada and these have been in secondary schools. A survey in Ontario revealed that there were only seventeen school librarians with a B.L.S. degree in the 375 secondary schools in the province, although 135 had taken some courses in library science. In Saskatchewan in 1946 there were only two school librarians with a B.L.S. degree while today there are three with an M.S. degree and three with a B.L.S. degree, while a number have taken summer school courses. For many years British Columbia has had a number of trained school librarians, and their prospects are now even brighter. The College of Education

¹ Information supplied by John R. Beard, DLS Candidate, Columbia University School of Library Service.

at the University of British Columbia began courses last year leading to an undergraduate major in library science. Since these courses are given during the summer as well as in the winter session, they will in all probability benefit the other western provinces too. The Ontario and Saskatchewan Colleges of Education have also been offering summer school courses. The University of Alberta offers a regular course in children's literature in its English Department. Ontario, Quebec and Nova Scotia are fortunate in having library schools at the Universities of Toronto, McGill, Montreal, Laval, Ottawa, and Mount St. Vincent College, although the library schools tend to offer courses suited to the needs of public librarians rather than school librarians. A committee of the Canadian Library Association is currently making a study of the education of school librarians, which should serve as a guide for future training programs.

Canadian Libraries Stress Adequate Book Collections

Most school libraries in Canada tend to stress the building of adequate book collections, although there is a definite trend to include audio-visual materials and thus develop material centers. All provincial departments of education issue lists of library books authorized or recommended for purchase for both elementary and secondary schools. Two provinces issue both French and English lists. Besides the departmental lists, many schools use standard guides such as *The Standard Catalog for High School Libraries* and *The Children's Catalog* and lists compiled by the School Library Association of England. The Canadian Association of Children's Librarians has been compiling special lists in connection with Young Canada Book Week. They are currently working

on compiling a basic list of Canadian books as well as lists of recent Canadian books suitable for children. In recent years, the Young People's Section of the Canadian Library Association has been compiling lists of Canadian books suitable for young people. All of these lists are contributing much to the improvement of the quality of the book collections in the schools.

Lack of National Standards

Still another reason for the uneven development of school library service in Canada is the lack of national standards. Most departments of education have school library regulations of some sort but only three or four are working on provincial standards. At the present time the executive of the Young People's Section of the Canadian Library Association is considering the appointment of a standards committee with the hope that an interim report may be submitted at the Canadian Library Association annual conference in 1959. This will be the 100th anniversary of the first school library legislation in Canada and plans are being made to stress school libraries at that conference.

There were two notable events during the past year which are encouraging for the development of school libraries. The Manitoba Library Association presented a brief on school libraries to the Royal Commission on Education in Manitoba and the Department of Education in Alberta has appointed a committee to study the school library situation in that province. These two events, along with the recent appointment of an inspector for secondary school libraries in Ontario, the new training program for school librarians in British Columbia, and the activities of the Young People's Section of the Canadian Library Association, are all evidence of an awakening interest in the development of school libraries in Canada.

OPPORTUNITIES UNLIMITED

JAPAN'S SCHOOL LIBRARIES

GEORGIA SEALOFF* and TAKESHI MUROFUSHI**

The results of nation-wide achievement tests conducted in Japan in 1956 by the Ministry of Education revealed that pupils of schools with sufficient funds for good facilities, including well-stocked libraries, had finer records in the tests than those from smaller schools with shortages of staff, over-crowded classrooms and no libraries. The subsequent cry for "equal opportunities in education" for Japanese youth speaks out for democracy.

Centralized Service Prevalent

The idea of the centralized school library as a means of improving the educational opportunities of Japan's children appears to be among the most acceptable of the ideas taken back to Japan by the first 600 Japanese leaders who studied and visited schools and libraries in America from 1946 through 1950. Some leading school librarians in the early period promoted the study of school libraries with the help and advices of the SCAP Civil Information and Education Division. Then, the situation persuaded the Ministry of Education to publish the "Handbook of School 'Libraries'" which included the standards for the school library in 1948 which were established with the help of educators and librarians. This was

only a pamphlet of 126 pages, but became a driving force for the development of school libraries.

The year of 1950 was a memorable one. In February, the Japan School Library Association was inaugurated in Tokyo, and in June a new library law was promulgated. In August, the second American Education Mission visited Japan and emphasized the importance of school libraries and the necessity of their development. In September, *The School Library*, the organ of the Japan School Library Association started its publication. This was the first magazine devoted to school libraries. In the "Institute for the Educational Leaders" the School Library Division was established and the meetings were held twice during the period from September 1950 to March 1951. Librarians, supervisors, teachers and professors from the whole country participated in the Institute. At this time Miss Susan Akers was invited from America and she took the lead in this institute.

This greatly stimulated the Japanese library world.

Gitler founds Japan Library School 1951

Then in 1951 with the arrival of distinguished teachers selected from

*Librarian, West Seattle High School, Seattle, Washington.

**Member of Visiting American Faculty, Japan Library School, Keio University, Tokyo 1952-54. The author is indebted to two graduates of the Japan Library School for translations of current reports from Japan: Mr. Takeshi Murofushi, Instructor at JLS, who also furnished historical information in paragraphs 2, 3, and 4, and Miss Karou Kawamura, presently studying at the School of Librarianship, University of Washington. Special thanks are due the Japan School Library Association for the gift copy of its planning guide. The guest editor should like to thank Osamu Fukui, Kobe City, Japan, Student at Louisiana State University, for material concerning Japanese school libraries.

representative American library schools and libraries, headed by Mr. Robert L. Gitler, a new professional library school, Japan Library School, was established in Keio University. Being the only library school of the university level in Japan, this school takes a leading part in the Japanese library world. As professors of the school library field, Miss H. Hunt (1951-52), Miss G. L. Sealoff (1952-54) and Miss M. A. Turner (1954-55) taught in this school and their contribution to school libraries in Japan was great. In the same year Japan accepted almost as a command the statement from the Report of the Second Education Mission to Japan: "The school library as a teaching materials center should become the heart of the school by having a librarian-teacher as a helper and a leader of pupils." In 1952 they gathered 1,000,000 signatures of public-minded parents petitioning the National Diet to pass the necessary law.

On July 29, 1953, Tokyo newspapers announced the National Diet's passage of a National School Library Law obligating each of Japan's 40,000 schools: (1) to establish a library for utilization by pupils and teachers . . . (2) to appoint a certified librarian-



Hikawa Primary School, Tokyo

teacher to manage the library . . . and (3) to carry out the aims of the law. Under the law the Ministry of Education would establish a School Library Council to set up standards, and to investigate and deliberate on important matters concerning school libraries. One-half of the cost of establishing and maintaining school libraries would be authorized from the National Treasury until the standards could be met.

Japan may fail to carry out this law because of real poverty in local and national finance, but never because of apathy. A survey conducted by the Ministry of Education in October 1954, shows the following points concerning school libraries of Japan:

NUMBER OF SCHOOLS WHICH HAVE A LIBRARY¹

	<i>Number of Schools</i>	<i>Schools Which Have Libraries</i>	<i>Percentage of Total No.</i>
Grade School	26,590	15,950	60%
Middle School	12,985	9,126	70.3%
High School	4,949	3,694	74.7%

SIZE OF HOLDINGS AND NUMBER OF VOLUMES PER PUPIL¹

	<i>Average No. Volumes per School</i>	<i>Per Pupil</i>
Grade School	657	1.5
Middle School	982	2.3
High School	2,500	6.4

¹ Statistical information was gathered by Hide Inada, Library Service Fellow, University of Michigan Library and Student in the Department of Library Service.

By the end of 1957, almost three-fourths of the schools had made beginnings of libraries. Last year private funds consisting of student fees and their parents' contributions made up 56.7 per cent of school library support. A book stock of 27,662,617 volumes was reported.

Lack of Trained Librarians

Lack of trained librarians is the number one problem. At present only 142 librarians have been formally appointed though there are 797 certified librarians, 11,000 certified librarian-teachers and 4,000 clerks managing the libraries. Until competent instructors are trained to teach library science courses in more of the colleges, the shortage of trained personnel will remain acute and future development of libraries will be retarded. Workshops and institutes are not the answer. Many of the graduates of the Japan Library School hold teaching certificates and can be certified as school librarians; several are outstanding leaders in the field, including Takeshi Murofushi at JLS. An increasing number of young people have enrolled for graduate work in American library schools. Upon their return to Japan they report difficulty in finding suitable employment because they lack experience both at home and abroad. The age-old prejudice against intelligent women with foreign university degrees is still prevalent though their knowledge and skills are needed. Though eager and dedicated, even the stout-hearted may become discouraged.

Proof of how far school library leaders have gone in setting up standards for library quarters and equipment may be found in the handsome new Japanese guide book, *Planning and Furniture for the School Library*, prepared by the Japan School Library Association and published by Meiji

Tosho in 1957.¹ Its one hundred seventy-three pages of photographs, scale-drawings and floor plans offer practical advice to P.T.A. Committees and Library Planning Committees who may choose to visit any of the thirty-three model libraries whose outstanding features are pictured and described. The unique characteristics of Japanese architecture, the skillful use of woods, and their adaptation to function are particularly interesting and noteworthy. Various types of ventilation, heating, lighting, acoustics and color are dramatically presented. Included are several pages of pictures of American school libraries with this caution, "Do not imitate the whole, but rather gather hints and ideas." The last fourteen pages carry advertisements of companies selling approved equipment and supplies. Space does not permit inclusion of translations of some of the amusing advice which would delight those of you whose libraries have also been overrun by visitors looking for suggestions for new buildings.

If you were to visit Japan, you would surely include a tour of school libraries. As the guest of either the Japan School Library Association, the Japan Library School or the Ministry of Education, you would see some of the model libraries described in the new planning guide. You would come away with certain impressions—that men hold the important library positions, attend workshops, assume leadership, and attend annual conferences; that the librarian-teachers and clerks may be women who also teach and perform various clerical tasks; that student assistants, if used, usually work only after school; that the better school libraries are housed in separate buildings attached to the main plants; that elementary schools have received first consideration, followed by junior and senior high

¹ A loan copy of this guide is available from the AASL office.

schools; that great concern is directed toward the organization of materials; that teachers, principals, librarians and students cooperate on book selection; and that children are eager to study in the library and borrow books from the open shelves—a new concept in Japan.

You would return home with many pictures, beautiful cultural materials, and fresh ideas to share. Your imagination would be fired with the idea of international cooperation on school library development. Consequently you would send packets of printed materials, pictures, workshop and project to the Japan Library School, visualizing this school, whose establishment ALA jointly sponsored in 1951 with the U. S. State Department and the Army, as a Far East research center for library science with bibliographic information and lively suggestions on everything from student assistants to evaluative criteria.

You would understand how their own professional journals, *Kiyoiku Giyutsu*, *Toshokan Zasshi* and *Gakko Toshokan*, whet their appetite for our journals. They truly admire our "pioneer spirit" of experimentation and our willingness to admit that we have no quick and easy solutions to our library problems, which year after year fill the pages of *Wilson Bulletin* and *Library Journal*.

As one of the many Americans who have "dabbled" with Japan's culture, I marvel at the spirit and determination by which they have developed a successful library pattern in so short a time. Perhaps part of the answer lies in their traditional love of books and learning and their zeal for perfection, but there can be no doubt that some of their success is due to the honest dedication of so many to making a better world by granting every child "opportunities unlimited."

AMERICAN CHILDREN ABROAD

HAVE SCHOOL LIBRARIES, TOO!

GEORGIA T. RANKIN,* Director, School Libraries and Teaching Materials,
State Department of Public Instruction, Indiana

When library history of this era is written, no doubt an important chapter will be devoted to American library service abroad. The contribution of the United States Information Services libraries to understanding between peoples is too great to be estimated. Every person who has had military service is aware of the base or post library; many people admit that they first began to use libraries during their military training. On the other hand, very few people are aware of the number of American children who are attending school

outside the United States and of the library service available to them. Throughout the world there are privately-operated and service-operated schools for the children of Americans living abroad.

U. S. Air Forces Maintain Huge School System in Europe

Representative of these are the 68 Dependent Schools of the United States Air Forces in Europe. Located in 13 countries on three continents, this school system covers an area five times the size of the United States.

*Formerly Coordinator of Library Services, United States Air Forces in Europe

Geographically it is the largest American school system in existence. From the Irish Sea to the Persian Gulf and from the fjords of Norway to the sands of Africa many thousands of boys and girls are attending American schools. These vary in size from two-room schools in isolated areas to metropolitan high schools.

Library service in these schools is very similar to that in schools in the United States. In the high school libraries pupils may come to the library from study hall, from classes, during the lunch hour and before and after school. Elementary school children make a scheduled 40-minute visit to the library each week. About half this period is used for story hours and book talks. Then the children select and check out books. They may return their books and take more at any time. Much of the work in both elementary and high school libraries is accomplished by pupil assistants.

American Boys and Girls Abroad Voracious Readers

Circulation figures have been kept in USAFE school libraries for such a short time that they cannot be considered conclusive. It is the decided opinion of teachers and librarians, however, that these boys and girls read more—some teachers say as much as 50% more—than pupils whom they have taught in the United States. It is easy to believe these statements for the children have more leisure time than their counterparts in the United States. Movies and radio programs are limited; the corner drugstore is non-existent; television is accessible only to a few; and part-time employment is not available. Although American Youth Associations, Boy and Girl Scouts and Host Nation-American organizations are active in some communities, these young Americans have many hours of leisure time. Also their rich backgrounds of travel and unusual ex-

periences stimulate wide reading interests. Whatever the statistics may yet prove to be, these boys and girls are voracious readers. The library program for the schools is planned with this in mind.

Although efforts are made to meet the standards of the American Library Association in all aspects of library service, it is not always possible to do so. Frequently it is difficult to provide proper furniture and equipment for the libraries. Librarians have found, however, that although chairs and tables of a proper height are very desirable, it is possible to bring books and children together without tables and chairs of any size. Space to house a central book collection is essential, however, and not infrequently presents a problem where schools are crowded. Although some USAFE schools have spacious and beautiful libraries built according to the best library plans, others are housed in standard-size classrooms, narrow hallways and other rooms too small. Much-needed floor space is wasted in quonset huts, in which some classrooms are located, because shelving cannot stand flat against the quonset's curving walls.

Adequate Materials Collection Provided

Regardless of the size of the school, every effort is made to provide it with a good materials collection. Pamphlets are ordered regularly for the information file. Each school receives appropriate magazines for boys and girls. Although these inevitably arrive one month late, they are none the less interesting to the pupils. The schools are new and do not have the advantage of basic book collections, built up over a long period of time. As in so many schools in the United States, the enrollments have skyrocketed so that it often seems impossible to provide enough books for the children. Libraries in schools with an enrollment of less than 100

pupils and in those serving grades one through nine are particularly expensive. Yet good collections must be provided. Except in England, the only other libraries available to these boys and girls are the base libraries, which have limited children's collections, since their primary function is to provide library service to the military personnel.

Of course, library service in each school is only as effective as the personnel responsible for it. Each high school and large elementary school has a qualified American librarian assisted by a clerk who is a native of the country in which the school is located. Teacher-librarians and native clerks are responsible for the library program in schools with enrollments greater than 300 but less than 600. The native clerk-librarian is solely responsible for the library in the smaller schools. The program for all the schools in USAFE is directed by the Coordinator of Library Services. Her work is very like that of a coordinator in any school system, but she travels from school to school by plane rather than by car. One of her responsibilities is the instruction of native personnel hired as librarians. Of course, these people have had no formal library education and must have on-the-job training.

Although there are difficulties, there are compensations for both pupils and librarians. The children benefit from good library service while living in a foreign country, whose language, history and culture they study from native teachers and learn from native friends. For librarians this is a pioneer field, offering the greatest opportunities for use of their ingenuity. There are also the personal advantages of studying and traveling abroad. But the greatest reward comes from the realization that through these libraries American children abroad have the same opportunities to explore the joys of reading as boys and girls at home.

Nominating Committee 1958-1959

Mary Gaver, President of AASL, announces the appointment of the following persons to serve on the Nominating Committee for 1958-59: Margaret Moss, Crystal McNally, Virginia McJenkin, Jessie Boyd, Fannie Schmitt, and Helen Sattley, Chairman.

Resolution on Miss Beust

Probably no one else has contributed so much, so generously and so wisely to the development of school libraries in our time as has NORA BEUST, through her leadership as the first Specialist in School and Children's Library Service in the U. S. Office of Education. Her loyalty, her tireless efforts, her warm understanding, her wisdom, her perseverance, and, above all, her generous friendship have provided school librarians with an ample share of information, guidance, and inspiration. We have looked to her as our leader, we have depended upon her as our co-worker, we have enjoyed her as our friend. Truly she has epitomized the best interpretation of supervision, she has demonstrated a broad vision which enabled her to transmit to others high goals of service and to assist in achieving these objectives.

Because of NORA BEUST'S influence, school library service is stronger and richer; likewise school librarians, individually and as organized groups, are firmer in their resolve to provide increasingly effective service for boys and girls and to become increasingly skillful in their practice of the art and science of librarianship.

It is fitting that the American Association of School Libraries express its appreciation of and affection for Miss Beust in an official statement, to be included in the archives of the organization, to be sent to the U. S. Office of Education and to Library Services Division, to be published in *SCHOOL LIBRARIES* and the *ALA BULLETIN*, and to be sent to Miss Beust.

Approved by AASL Board, January 31, 1958.

AASL NEWS

Summary of Minutes of Midwinter Meeting

Membership Meeting, January 29, 1958

The Membership meeting of AASL was called to order in the Ballroom of the Edgewater Beach Hotel Wednesday afternoon at two o'clock, with more than two hundred members in attendance. Miss Mary Gaver, President, presided. The officers and Board of Directors were seated on the platform.

In rapid succession the reading of the Kansas City minutes was dispensed with, announcements were made, and Mr. Kenneth Vance, Treasurer, discussed the budget sheets which had been distributed. Next Dr. Lillian Batchelor announced the title of the February reprint of the *ALA Bulletin* as "The School Library and the Gifted Child." No report was given from COO because the committee had not completed its deliberations.

Miss Elenora Alexander summarized the AASL program planned for the San Francisco Conference as follows: responsibility for a general ALA evening session, with Dr. O. Meredith Wilson, President of the University of Oregon, as speaker, and with brief reports on Standards and the NEA Research Project on school libraries; a Sunday evening social event; State Assembly Breakfast; buzz sessions on Standards; the possibility of a joint program with the ALA-AV Committee; tours of school libraries.

Miss Sara Jaffarian reported on the activities of the AASL committee planning for National Library Week. She pointed out the article in the January issue of *SCHOOL LIBRARIES* and the booklet about the needs of school libraries written by Miss Gaver.

Miss Mildred Nickel reported that AASL membership showed a scant increase over 1956 and distributed summary sheets of membership by states. She urged AASL members to consider membership in all the other type-of-activity divisions this year in order that we may have committee membership in these divisions.

Miss Elizabeth Hodges reported on the Dutton-Macrae Award of \$1000 for advancement in the field of librarianship for children and young people. Miss Jean Lowrie, this year's recipient, was introduced.

The President reported for Mrs. Dora Hay on the progress in the writing of new By-laws. Mrs. Helen Bennett explained the functions of the Committee on Committees and the recommendations for new committee structure, which will affect sections of the Bylaws.

Miss Arline Young reported for the chairman of the Elementary School Libraries Committee, Mrs. Lois Pilson. Through the

efforts of this committee three articles about school libraries have appeared in education periodicals this past fall; elementary school libraries have been publicized at state meetings of elementary school principals; the leaflet on "How to Start an Elementary School Library has been prepared for early publication; a bibliography on elementary school libraries is being revised.

Miss Louise Meredith read the report of the Nominating Committee for Mrs. Dilla MacBean and announced that the slate was complete.

Miss Elinor Yungmeyer reported as chairman of the Professional Relations Committee and for Miss Helen Lewis, Chairman of the Exhibits Committee. She explained commitments that AASL has for consultant service, for participation in the program, and for exhibits at eight national education meetings.

Miss Gaver reported for the Publications Committee that NASSP has requested assistance in publishing a handbook on school libraries in 1959.

Miss Olive DeBruler reported for the *School Libraries* Editorial Committee that Mrs. Jean Hoffman had been added to the staff as Business and Production Manager this year. She explained the themes of the spring issues and announced the 5-year index for the March issue.

Brief reports were given on the work of the Archives Committee, by Miss Louise Anthony; on the revision for 1960 of the "Library Services" section of the *Evaluative Criteria*, by Miss Alice Lohrer, Chairman of the Cooperative Study of Secondary School Standards Advisory Committee; on the Grolier Scholarships Award Committee, by Miss Dorothy McGinnis; on the AASL statement in regard to the National Library Services Act and its implementation, and the release through the ALA Public Relations Department, by Miss Louise Meredith.

Dr. Lillian Batchelor reported on the activities of the NEA Affiliation Committee and the problems involved in attaining dual membership. Contacts have been made both with NEA and ALA.

Miss Gaver reported the progress of the NEA project, "The Secondary School Teacher and Library Services," on which NEA has spent \$10,000.

Miss Alexander reported that the Program Coordinating Committee at the meeting the preceding evening had voted that the vice-president should serve as chairman.

Miss Ruth Ersted reported that the members of the Standards Committee who met in New York in December decided that the Standards should be from 180-200 pages in length and contain both text and quantitative standards. She explained the questionnaire to be sent out in March to schools recommended as having good libraries.

Miss Mary K. Eakin reported on the State Assembly Committee which had been increased from five to nine and the work of this committee to make the State Assembly a more vital part of AASL.

Miss Gaver announced that Miss Helen Sattley would be Chairman of the Nominating Committee for 1958-59.

The meeting was adjourned at 4:15 P. M.

Meetings of Board of Directors

January 28, 8:30 a.m.-12:00

The Board of Directors met in three sessions—Tuesday morning and afternoon, and Friday afternoon, with Miss Mary Gaver, President, presiding. All members were present, except Miss Sybil Baird, who was absent because of a death in the family.

Dr. Helen Sill, Chairman of the Professional Awards Committee, presented the material which would be brought to the ALA Awards Committee for approval. The suggested award is for the educational textbook which gives a comprehensive discussion of the school library. Three suggestions for slight changes were made and it was voted to accept the report of the committee.

Miss Margaret Rufsvold was introduced as a representative from the ALA Executive Board. She explained the invitation for division publications of general interest to combine with the *ALA Bulletin*. The purposes of a separate publication for AASL were discussed and questions were asked about the advantages of combining with the *Bulletin*. Miss Rufsvold emphasized exploring every aspect before making a decision.

The third guest was Dr. Walter Stone who gave the background of the AASL-ACRL-DAVI Committee and explained the work of the AV Commission on Public Information. He read and discussed the statement formulated by the Joint Committee on instructional materials specialists. The Board voted to approve this statement for publication.

January 28, 2:00-4:00

Mrs. Helen Bennett, Chairman of the Committee on Committees, was introduced. She explained the procedures in the work of the committee and the new structure of committees of AASL shown on the sheets which were distributed. The Board voted to accept this progress report with directions to Mrs. Bennett to continue work and to define functions of all but three suggested committees.

Miss Mary K. Eakin was presented to lead a discussion about the State Assembly. She recommended that there be a two-year chairman rather than one elected at each Midwinter and annual Conference as stated in the existing bylaws. She also recom-

mended that letters be sent to State Assembly members to explain the organization. The Board agreed to these recommendations.

Miss Elinor Yungmeyer was introduced as Chairman of the Professional Relations Committee. She explained the plans for participation at eight educational meetings this year. The Board agreed with her that the most important groups to work with are DESP, NASSP, ASCD, AASA. It was decided not to accept outside financial help this year, but to work with the ALA Publishing Department and the budget allotted AASL. Miss Yungmeyer was asked to prepare a careful evaluation this year.

Friday, January 31, 2:00-6:30

It was voted that the March reprint on "Book Selection" from *School Libraries* be given free for a single copy, but sold for ten cents each for multiple copies.

Miss Norris McClellan, Editor of *School Libraries*, led the discussion about the future of the publication, using the working paper prepared by Miss Gaver and showing the advantages and disadvantages of combining with the *ALA Bulletin*. Mr. Sam Ray Smith, Editor of the *Bulletin*, came before the group to answer questions. After a lengthy discussion it was voted that the Board members favor merging *School Libraries* with the *ALA Bulletin* at the end of the 1958-1959 fiscal year. This time is requested in order to get full information to the membership. The appointment of Miss Fannie Schmitt was confirmed as editor of *School Libraries* for the remainder of this fiscal year.

Miss Mildred Nickel reported on the meeting of the ALA Membership Committee, which had decided that divisions so desiring could be represented on the ALA Committee and that divisions could again have membership representatives on the state level. Miss Nickel will officially re-activate AASL membership representatives at the state level.

Miss Elizabeth Williams reported on the meetings of COO and the discussion of materials, discovered to be a problem affecting every division. The statement was given to Council requesting every division to present organizational charts for the consideration of COO. Decisions will be made later. Mrs. Alice McGuire was named as chairman of this committee, working with Mrs. Helen Bennett and the Committee on Committees.

Dr. Frances Henne and Miss Ruth Ersted were asked questions about the time table for the Standards project and the presentation at San Francisco. Implementation of standards was discussed and the inclusion of AV material.

Mrs. Helen Bennett reported on the work assigned to her at the Tuesday Board meeting to re-define functions of committees. It was voted to approve the January 31 re-

Board of Directors

port subject to corrections.

A resolution of appreciation to Miss Nora Beust was read and endorsed by the Board.

Miss Ahlers was authorized to secure as many multilithed copies of the leaflet, "How to Start an Elementary School Library," as possible with the allotted \$100.00.

The budget for 1958-59, with priority considerations, was discussed and the time table presented. Directives are to be sent to committee chairmen.

PRE-VUES

The University of Washington will hold a workshop on Parents, Children, and Books, July 7-11, 1958.

• • •

The Indiana School Librarians Association will hold its meeting on the campus of Butler University, in Indianapolis, April 18-19.

Post ALA Institute On District School Library Supervision

Eleanor Alexander, President-Elect of AASL, will direct the institute to be offered

You Are Invited to Join the International Relations Round Table

If you are a member of ALA and have been an Army librarian, Fulbright fellow, USIS librarian, or visiting professor, or served in another capacity overseas, you are invited to join the International Relations Round Table of the American Library Association.

Dues are one dollar and should be sent to Harlan Carpenter, Institute Free Library, Wilmington, Delaware. Members receive the official publication, *L E A D S*.

Plans are underway for a gala East-West Dinner in Chinatown on Sunday evening during the San Francisco Conference. Make your plans to attend!

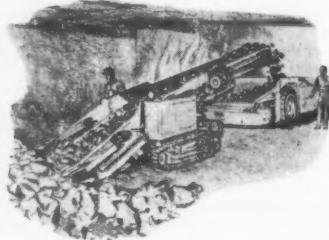
Barbara Westby, Catalog Department, Detroit Public Library, is Chairman of the Membership Committee of the International Relations Round Table.

July 21-August 1, by the Graduate Department of Library Science, Immaculate Heart College, Los Angeles. Total expense is \$35.50. For application and information write:

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February Ages 5-9. \$2.25

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Written and illustrated by Elizabeth K. Cooper. A simple and graphic description of the ways an amateur scientist can, in his own back yard, observe and explore the mysteries of the skies, the earth and what is in it. Many experiments using easily available material are suggested.

February Ages 10-14. \$3.00

AS A MAY MORNING

By Grace Allen Hogarth. A mature novel of a seventeen-year-old English girl and her problems in trying to win a university scholarship, in exploring a shy first love, and in helping a motherless family.

March Ages 14 up. \$3.00

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WILD PONY OF THE PAMPA

By Francis Kalnay. With tenderness, humor, action, and suspense, the author tells of Pedro and the wild pony he caught and trained and loves but almost loses to the spoiled son of the ranch owner. Line drawings by Julian de Miskey illustrate this haunting and deeply moving story.

March Ages 7-11. \$2.75

THE TIEPIE GARDEN

By Edward Eager. Another summer of magical adventuring through all kinds of time by the children of *Knight's Castle*. Mr. Eager, author also of *Half Magic* and *Magic by the Lake*, has created a rare and wonderful world of laughter and wild adventure. Illustrated by N. M. Bodecker.

April Ages 8-12. \$3.00

TAKAO AND GRANDFATHER'S SWORD

By Yoshiko Uchida. A lively and understanding picture of a boy growing up in modern Japan, where Western inventions and ideas are interwoven with ancient arts and customs. Miss Uchida is widely known for her collections of Japanese folk tales, *The Dancing Kettle* and *The Magic Listening Cap*. Illustrations by William M. Hutchinson. February Ages 7-11. \$2.50

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By Helen F. Daringer. Older girls will find the 13th-century English heroine in *A Flower of Araby* as contemporary as the girl next door. Hidden danger, gaiety and young romance fill this story of a Crusader stronghold in Syria. Illustrated by Artur Marókvia.

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April Ages 8-12. \$3.00

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By Ada Harrison. The theft of an ancient and valuable Etruscan figurine from their home near London starts the Hinnabel family on a strange search for the thief. A magical forked stick provides a surprise ending for this intriguing tale. Illustrated by Christine Price.

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By William O. Steele. In a dramatic story, one of today's foremost writers for young people shows the difficult and hazardous path a boy must follow before he learns the senseless waste of war and the true meaning of courage and tolerance. The Tennessee mountains provide an exciting background for this Civil War adventure. Illustrated by Paul Galdone.

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By MOLLY COSTAIN HAYCRAFT

JOHN ELIOT — The Man Who Loved the Indians
By CARLETON BEALS

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From a young boy's diary, MAXINE SHORE reconstructs the fabulous story of sixteen men shipwrecked on a barren island in the South Atlantic in 1887. Ages 12-15. March, \$2.95

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The author of *Never Too Young to Earn* and *From High School to a Job* presents another practical and entertaining book, crammed with ideas which enterprising boys can turn into cash. Extensive reading lists; index. For teens. March. \$3.00

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Sara Fenwick, Assistant Professor, Graduate Library School, University of Chicago, Harper Memorial Library, Chicago 37, Illinois (1960)

Margaret Moss, Director of School Libraries, Madison Public Schools, 351 W. Wilson Madison 3, Wisconsin (1961)

Evelyn C. Thornton, Supervisor of Libraries, Arlington County Public Schools, 143 North Quincy Street, Arlington, Virginia (1958)

Carolyn Whitenack, Assistant Professor, Library and Audio-Visual Education, Purdue University, West LaFayette, Indiana (1960)

SEND FOR THESE

The following publications are available from the AASL office:

1. Reprints of the February ALA BULLETIN on "The School Library and the Gifted Child." One or more copies will be sent free on request.

2. SCHOOL ACTIVITIES AND THE LIBRARY, 1958. This is an annual descriptive list of ALA publications particularly suitable for school libraries. The lead article entitled "Developing Library Skills—Who's Responsibility?" was written by Eleanor Ahlers.

3. Reprints of the March 1957 issue of SCHOOL LIBRARIES on book selection policies. One copy will be sent free; more than one cost ten cents each.

* * * *

Five-Year Index Delayed

Due to unavoidable circumstances the five-year index scheduled for publication in this issue of SCHOOL LIBRARIES, will not appear until the May issue.

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